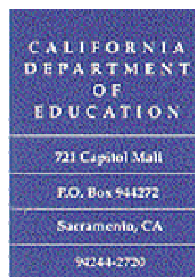




DELAINE EASTIN  
State Intendent of Public Instruction



December 24, 2001

Martha Coppinger, Director of Pupil Personnel Services/Special Education  
South San Francisco Unified School District  
398 B Street  
South San Francisco, CA 94080-4423

**RE: Special Education Self Review: EVALUATION OF FINDINGS & CORRECTIVE ACTIONS**

Dear Ms. Coppinger:

The California Department of Education (CDE), Special Education Division (SED), is in receipt of your special education self-review (SR). CDE/SED expresses its appreciation for your district's monitoring and supervision as evidenced through your undertaking of the self-review. This self-review requires a district to conduct a comprehensive compliance review of their special education programs and services that is accurate, reliable, and valid. As part of CDE/SED's requirement for supervision and monitoring of the Individuals with Disabilities Education Act, CDE/SED conducts a thorough evaluation of your CCR SR on three (3) levels. These include:

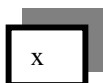
1. **Required Contents:** CDE ensures that all required components have been submitted.
2. **Procedural Elements:** CDE ensures that the self-review includes all procedural elements (includes information on procedural elements such as completeness, appropriate sampling, identification of student and systemic findings of noncompliance).
3. **Evaluation of Findings and Corrective Actions:** CDE ensures that information provided in the self-review contains findings and corrective actions with appropriate evidence and due dates demonstrating correction (student level and systemic level).

CDE has conducted the third level of evaluation of your district's special education self-review submitted to CDE last school year. The purpose of this correspondence is to inform you that there are questions and/or concerns regarding information on the findings and corrective actions of your self- review. Please note the boxes marked ☐ X ☐ for needed information or clarification.

Please note that CDE expects the self-review process to be a valid and reliable district assessment that results in an accurate and comprehensive determination of your district's compliance with the requirements of the Individuals with Disabilities Education Act (IDEA) Part B. In addition, as part of the continuing Special Conditions placed on CDE for 2001-2002 by the U.S. Department of Education, Office of Special Education Programs (OSEP), 20 districts will be selected for federal review. Should your district be selected, your self-review data and CDE's evaluation of your district's compliance with Part B will be submitted to OSEP in June 2002.

As part of CDE's overall required monitoring and supervision of IDEA, your self-review results, in addition to other compliance and performance data, will be used in CDE's determination of focused monitoring selection and intensity of review.

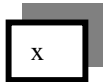
Please note the boxes marked **X** for needed information and/or clarification



Student Record Review Reports, **Site** Corrective Action Plan, **Student Level** Noncompliant Findings

Corrective actions for student level findings are not consistently written to result in appropriate changes and in a timely fashion. Some of the corrective actions directly affect the student's identification, assessment, placement and services. Specific areas of concern include the following sample of corrective actions that state "Ensure next triennial held within 50 day timeline." "Ensure assessment plan is signed..." "Include statement in next report". While these corrective actions may address the issue for the specific student, they do not address the issue of change at the school site to ensure that the same issue will not be a problem for other students. In some instances, the school site should take immediate action to correct the noncompliance for a student, and not delay correction to the next IEP team meeting, assessment, or placement decision. For areas of IEP content missing, an IEP needs to be immediately conducted for each student to ensure that all components of the IEP have been addressed. Annual and IEP reviews and 3-year reevaluations need to be conducted within 30-45 days. Please provide evidence of completion of the site level, student corrective actions taken to clear each area of noncompliance listed in the report to CDE. Appropriate evidence for the IEP missing content may include a copy of the new IEP page (highlighted) demonstrating the corrected noncompliant component. Please identify the corrective action evidence to the specific school sites.

Please also have each school site review the student level corrective actions to ensure that appropriate steps were taken at each site to prevent further noncompliance in the identified areas. Evidence of corrective action could include a brief description of the process from each school site of the process utilized to review the student level corrective actions.



Student Record Review Reports, **Site** Corrective Action Plan, **Systemic** Noncompliant Findings

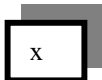
El Camino High School needs to add a systemic corrective action for item # 3-1-1.1 where the IEP team meeting is held more than 50 days after a signed assessment plan is received from the parent.

Generally, speaking, a systemic corrective action involves four activities:

1. a review and revision of appropriate policies and procedures;
2. dissemination of the policies and procedures to both administrators and staff;
3. training for administrators and staff who are involved in the particular activity; and
4. a six month or one year follow-up check to ensure that a random sample of student records (for students who have gone through the formerly noncompliant procedure) do not show any new instances of noncompliance.

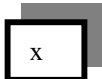
It is anticipated that all instances of systemic noncompliance that are identified through the record reviews will have corrective action plans developed and documentation of correction (evidence) will be provided as a part of the report to the CDE/SED including the due dates and the dates cleared.

Please provide evidence of completion of the site level systemic corrective actions taken to clear each area of noncompliance listed in the report to CDE. Please identify the corrective action evidence to the specific school sites.



Student Record Review Report, **District** Corrective Action Plan, **Student Level** Noncompliant Findings

Please provide evidence of completion of the district student level corrective actions taken to clear each area of noncompliance listed in the report to CDE.



Student Record Review Report, **District** Corrective Action Plan, **Systemic Level** Noncompliant Findings

The District Systemic Corrective Actions do not include a follow-up component to ensure that a random sample of student reports does not show any new instances of noncompliance. Please describe the process the district will utilize to check and ensure that the same areas of noncompliance will not occur for the same and other students at each school site. Please provide evidence of completion of the district systemic level corrective actions taken to clear each area of noncompliance listed in the report to CDE.

During the approximately 55 CDE Verification Reviews in the 00/01 schoolyear, CDE consistently found five areas of systemic noncompliance. The District identified two of these five areas as systemic noncompliance areas: item # 3-3-5 annual reviews not consistently held on a yearly basis; item # 3-4-1.2 general education teacher not present at each IEP team meeting. It is noted by the reviewer that the CASEMIS data shows that the number of overdue IEPs in June 2000 was 46 and that the data for December 2000 shows a reduction to 30 overdue IEPs. The District is highly encouraged to continue to reduce the number of overdue annual IEPs for students.

The three other areas that CDE consistently found as noncompliant were: item # 3-2-5 IEP did not contain program modifications and supports for teachers; item # 2-4-1 triennial reviews not completed at least every three years; and item # 2-1-1 proposed assessment plan not presented to the parent within 15 days of the referral. Please review 10-15 of the same student records, from various school sites, specifically in these areas and determine if the school sites adequately reviewed records in these areas and whether the District should have therefore submitted systemic corrective actions. Evidence of completion of this would include a list of the student files reviewed, the site, and written findings regarding the review. If systemic corrective actions should have been submitted, please include a corrective action plan for systemic change for the appropriate areas.

Generally, speaking, a systemic corrective action involves four activities:

1. a review and revision of appropriate policies and procedures;
2. dissemination of the policies and procedures to both administrators and staff;
3. training for administrators and staff who are involved in the particular activity; and
4. a six month or one year follow-up check to ensure that a random sample of student records (for students who have gone through the formerly noncompliant procedure) do not show any new instances of noncompliance.



Focus Group Report, **District** Level Corrective Action Plan, **Systemic** Noncompliant Findings



IEP Implementation and Service Data Report, **District** Corrective Action Plan,  
**Systemic** Noncompliant Findings

As noted above, please provide the requested information/clarification to the California Department of Education, Special Education Division, within 30 days of receipt of this correspondence. Information may be submitted electronically on a 3½-inch floppy disk or by e-mail. If information is sent electronically, please use Word for narrative and Excel for tables. If forms are needed or questions arise, please your FMTA Consultant. Information is listed below. For signed assurances, documents may be submitted by fax or by surface mail, as follows:

Susan J. Westaby, Consultant-FMTA – Unit Two  
Special Education Division  
California Department of Education  
515 L Street, Suite 270  
Sacramento, CA 95814

E-mail: [swestaby@cde.ca.gov](mailto:swestaby@cde.ca.gov)  
Fax: (916) 445-6803  
Phone: (916) 327-3665

Sincerely,

Ralph Scott  
Administrator, Focused Monitoring Technical Assistance Unit Two  
Special Education Division

cc: Pamela Ptacek, SELPA Director, San Mateo County Special Education Local Plan Area  
Susan J. Westaby, Special Education Consultant, FMTA 2  
Paul Kinsella, Special Education Consultant, FMTA 4  
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